



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting - Mood in Poetry (Part 1)

Teaching Note

This lesson can be taught as the first of a two-part lesson in conjunction with "Drafting - Mood In Poetry (Part 2)" or as a standalone lesson.

Lesson Plan Created By:

Elaine Temel

Grade Levels:

6th - 8th, High School

Primary Source:

Letter and corrected reprint of Walt Whitman's "O Captain, My Captain" with comments by author, 9 February. 9 February, 1888. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.055/>.

Compelling Question:

What is mood in poetry?

Supporting Question:

How do poets create mood?

Objective

In this 50 minute lesson, students will explore a corrected version of Walt Whitman's "O Captain! My Captain!" to better understand the use of mood in poetry.

Standards - Common Core:

Lesson Standards 6th - 8th

CCSS.ELA-LITERACY.W.6-8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Lesson Activity Instructions

Whole Group Class Discussion Question(s): (5 - 10 minutes)

- Have you ever been in a mood?
- What types of moods do we have?
- The mood of a poem is the overall feeling or feelings created by the poet and experienced by the reader in a poem.
- How do poets create a mood in a poem?

Poets create a mood by using figurative language, imagery and sensory details, and diction. Review these terms as needed.

Lesson Activity One: (25 - 30 minutes)

In pairs, students will take turns reading the poem aloud. Next, they will work together to complete the chart on the Drafting - Mood in Poetry (Part 1) worksheet.

Lesson Activity Two: (10 - 15 minutes)

As a whole class, review students' answers on the chart on the worksheet.

Closing Summary (5 minutes)

Review the concept that poets create a mood by using figurative language, imagery and sensory details, and diction.

See accompanying activity handouts for students.

Credits

The creation of this lesson plan was funded by a grant from the Library of Congress *Teaching with Primary Sources* program.

Name: _____ Date: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



Lesson Topic: Drafting - Mood in Poetry

Primary Source: *Letter and corrected reprint of Walt Whitman's "O Captain, My Captain" with comments by author, 9 February.* 9 February, 1888. Manuscript/Mixed Material. <https://www.loc.gov/item/mcc.055/>.

Directions: Explore the primary source to identify Walt Whitman's development of mood in the poem "O Captain! My Captain!"

	Figurative language	Imagery and sensory details	Diction
Stanza I			
Stanza II			
Stanza III			



Exploring the Writing Process with Primary Source Materials

Lesson Topic: Drafting - Mood in Poetry (Part 2)

Teaching Note

This lesson can be taught as the second of a two-part lesson in conjunction with "Drafting - Mood In Poetry (Part 1)" or as a standalone lesson.

Lesson Plan Created By:

Elaine Temel

Grade Levels:

6th - 8th, High School

Primary Source:

Letter and corrected reprint of Walt Whitman's "O Captain, My Captain" with comments by author, 9 February. 9 February, 1888. Manuscript/Mixed Material.

<https://www.loc.gov/item/mcc.055/>.

Compelling Question:

What is mood in poetry?

Supporting Question:

How do poets create mood?

Objective

In this 50 minute lesson, students will explore a corrected version of Walt Whitman's "O Captain! My Captain!" to better understand the use of mood in poetry.

Standards - Common Core:

Lesson Standards 6th - 8th

CCSS.ELA-LITERACY.W.6-8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Lesson Standards 9th - 10th

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Lesson Standards 11th - 12th

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Lesson Activity Instructions

Whole Group Class Discussion Question(s): (5 - 10 minutes)

Introduce or review questions, dependent on if “Drafting - Mood in Poetry (Part 1)” was completed.

- Have you ever been in a mood?
- What types of moods do we have?
- The mood of a poem is the overall feeling or feelings created by the poet and experienced by the reader in a poem.
- How do poets create a mood in a poem?

Poets create a mood by using figurative language, imagery and sensory details, and diction. Review these terms as needed.

Lesson Activity: (25 - 30 minutes)

In pairs, students will take turns reading the poem aloud. Next, they will work together to answer the questions on the Drafting - Mood in Poetry (Part 2) worksheet.

Closing Summary (5 minutes)

Review the concept that poets create a mood by using figurative language, imagery and sensory details, and diction.

See accompanying activity handouts for students.

Credits

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Name: _____ Date: _____

EXPLORING THE WRITING PROCESS WITH PRIMARY SOURCE MATERIALS



Lesson Topic: Drafting - Mood in Poetry

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Directions: Study the primary source and answer the following questions. Be sure to include evidence from the text that supports your analysis and thinking.

What is the mood in the first four lines of stanza 1?

Does the mood change in the last four lines of stanza 1? If so, how?

What strategies does the poet use to achieve this shift?

How does the revision of the line “Leave you not the little spot” to “o the bleeding drops of red” affect the mood of the poem?

What is the mood in the first four lines of stanza 2?

What does the poet accomplish with the revision of “I push beneath you” to “beneath your head” at the end of stanza 2?

What is the mood in the first four lines of stanza 3?

How does the revision from “safe” to “safe and sound” affect the mood of the poem?

Why does the poet repeat the phrase “you’ve fallen cold and dead”? How does this phrase contribute to the overall mood of the poem?